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CURRICULUM GUIDELINE

CLASSICAL STUDIES

INTERMEDIATE
AND
SENIOR DIVISIONS
1990



ΙΕΡΑ
ΑΠΟΚΛΕΟΠΑΤΡΙΔΟ
ΛΝΒ·ΕΥΥΥΧΙ



Ministry
of
Education

Sean Conway, Minister
Robert L. Wilson, Deputy Minister

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*Inside cover: Marble inscription. Greek
(ca. 3rd century B.C.).*



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INTRODUCTION

BACKGROUND INFORMATION AND RATIONALE

Courses in classical studies embrace the study of Ancient Greek and Latin as well as Greek and Roman civilization. Any of these courses will increase students' knowledge and understanding of the classical world and its contributions to Western society and will enhance their understanding of the traditions and values of their own society.

The Latin and Greek languages have influenced the development of English, French, and many other languages. The programs in Latin and Greek, both of which emphasize the study of the languages, will help students develop their language skills and increase their knowledge of English and French vocabulary. Students will be introduced to classical literature in the original languages so that they can examine a range of ideas, attitudes, and values that helped shape Western civilization. Because the languages will be studied in their cultural context, students will also become acquainted with the daily life, physical environment, and social customs of the Greeks and Romans.

The courses in classical civilization will provide students with access to the classical world through the study of both literary works and material remains. Although students may not do any formal language study, some ancient texts will be read in translation. The wide scope and variety of these courses will provide students with a broad basis of knowledge and understanding of our classical heritage.

The evidence that has descended to us from antiquity has to be interpreted. For this reason students will learn to deal with written and material records and to evaluate and understand their significance. By virtue of its richness and variety, the material studied in all of the classics courses will encourage and inspire students in their own writing and in other creative activities. By combining the content, methods, and skills of different disciplines, these courses will expand students' understanding of the classical world and will provide them with a foundation for further studies in the humanities.

THE GOALS OF EDUCATION

The goals of education outlined in this section are given in *Ontario Schools, Intermediate and Senior Divisions (Grades 7-12/OACs): Program and Diploma Requirements* (OSIS), rev. ed. (Toronto: Ministry of Education, Ontario, 1989). Each goal is accompanied by a statement that relates it to classical studies. The goals of education consist of helping each student to:

1. develop a responsiveness to the dynamic processes of learning

Courses in classical studies encourage students to examine, evaluate, and respond to many aspects of the classical world. The study of the literature and culture of the Greeks and Romans provides students with the opportunity to clarify their thoughts and reactions, to increase their facility with language, and to develop higher-level thinking skills.

2. develop resourcefulness, adaptability, and creativity in learning and living

Because many aspects of the Graeco-Roman civilization are so different from those of our culture, students are constantly exposed to

points of view unlike their own. Such experiences broaden the perspective from which they view the problems of our rapidly changing society and should enable them to be more adaptable, resourceful, and creative in their approach to life.

3. acquire the basic knowledge and skills needed to comprehend and express ideas through words, numbers, and other symbols

The study of Greek and Latin produces a deeper understanding of the structure of language in general and helps students extend their vocabulary and increase their facility in communicating effectively. Classical texts challenge readers to improve their ability to comprehend complex ideas and to apply them in a modern context.

4. develop physical fitness and good health

Mens sana in corpore sano was an ideal of antiquity. Greek and Roman writers and artists express this ideal, and it was a guiding principle of Greek and Roman life.

5. gain satisfaction from participating and from sharing the participation of others in various forms of artistic expression

Historically the study of ancient art and literature provided students with a standard of good

taste. Today classical literature and art may inspire students in their own creative writing, drawing, sculpting, and other activities in the plastic arts, and will enhance their enjoyment of music and art inspired by Graeco-Roman themes. The study of classical literature will provide them with many opportunities for dramatization. Modern dramatists continue to draw inspiration from the themes and forms of classical drama, which is still presented on the stage today.

6. develop a feeling of self-worth

The study of Latin or Greek will increase students' understanding of their own language, which, in turn, will help them express themselves fluently and confidently. This heightened linguistic capability will increase students' self-confidence and contribute to their feeling of self-worth.

7. develop an understanding of the role of the individual within the family and the role of the family within society

In classical studies courses students learn about the roles of the individual and of the family in Graeco-Roman society. This knowledge will enable them to make comparisons with modern

concepts of these roles and to develop a greater awareness of their own position as individuals and as members of families within a constantly changing society.

8. acquire skills that contribute to self-reliance in solving practical problems in everyday life

Historical study raises many issues related to human behaviour and interaction and provides examples of ways in which other societies have dealt with the challenges of everyday life. Since the solution of many practical problems depends on an effective command of language and a sensitivity to the needs of others, the student who has thought about language and comes into contact with some of the world's greatest literature will be in a better position to deal with such matters.

9. develop a sense of personal responsibility in society at the local, national, and international levels

Through their study of Roman and Greek literature and culture, students will become familiar with some of the individuals who accepted personal responsibility in Roman and Greek society. These individuals may then become role models from whom students can develop high standards of conduct and a sense of personal responsibility in the society in which they live.

10. develop esteem for the customs, cultures, and beliefs of a wide variety of societal groups

The study of an ancient society enables students to compare and contrast it to their own society, thus increasing their understanding and appreciation of both cultures. Since the Roman Empire was a multicultural society, the attitudes of the Romans to conquered peoples and to linguistic differences are of considerable relevance to Canadians. Also, since many of the cultural groups that make up contemporary Canadian society share the heritage of the classical world, a realization of this common heritage will develop a sense of identification among the various cultural groups and thus promote unity in Canadian society.

11. acquire skills and attitudes that will lead to satisfaction and productivity in the world of work

Classical studies courses require students to think critically and creatively, to express themselves effectively, and to be resourceful and thorough in the completion of tasks. Mastering the material covered in these courses will provide students with a sense of satisfaction and pride, which, in turn, will motivate them to approach other work in a way that is conducive to increased productivity. Teachers

can prepare students for the world of work by encouraging them to attend class regularly and punctually, to be flexible and co-operative when working with others, and to use their initiative and develop their leadership abilities when working on independent and group projects.

12. develop respect for the environment and a commitment to the wise use of resources

The study of classical literature provides a means of comparing the ancients' attitude towards nature with our attitude towards the environment. In addition, archaeology promotes a concern and sense of responsibility for preserving archaeological sites as an irreplaceable and limited resource.

13. develop values related to personal, ethical, or religious beliefs and to the common welfare of society

Ancient political and moral theory examined the relationship between the individual and society. Thus, a study of classical literature will provide many opportunities for the discussion of personal, ethical, and religious beliefs. Students should develop a heightened perception of their own values and a respect for the ideals of other cultures by comparing their own values with those of the ancients.

AUTHORIZED CREDIT COURSES

This guideline outlines the requirements for the following three classical studies programs:

a) THE LATIN PROGRAM

- Intermediate Latin (VLL2A)
- Senior Latin (VLL3A)
- General Latin (VLL2G or VLL3G)

b) THE ANCIENT GREEK PROGRAM

- Intermediate Greek (VGG2A)
- Senior Greek (VGG3A)

c) THE CLASSICAL CIVILIZATION PROGRAM

- Introduction to the Ancient World (VCC2A)
- Classical Civilization (VCC3A)
- Classical Civilization for Today (VCC2G or VCC3G)

In each course students will require a minimum of 110 hours of instruction in order to earn one credit.



Top: Bronze as of Claudius. Roman (A.D. 41-54), head of Germanicus (obverse), SC (reverse).

Bottom: Bronze sestertius of Philip II. Roman (A.D. 247-249), bust of Philip (obverse), Pax (Peace) holding branch and sceptre (reverse).

BILEVEL AND MULTIGRADE CLASSES

Bilevel and multigrade classes are described in subsection 5.5 of OSIS. It must be noted that these types of classes are structured to ensure that the program will be offered in the school.

Because of the diverse backgrounds and learning styles of students entering secondary school classes and programs, a wide range of competence and motivation exists in most classes. Multigrade and bilevel classes add to this diversity. To work with these diverse classes, teachers may:

- vary the classroom organization, using full-class, small-group, and individual work;
- organize the course or courses so that students have some joint or simultaneous activities as a full class; these may include question-and-answer exchanges, games, cultural activities, skit preparations, videotape or film presentations, and writing sessions;
- assess students' mastery of work from previous years at the beginning of the year and develop a system for keeping records on each student's work throughout the year;

- organize activities and projects that enable students to practise using the language in small groups. The use of grouping makes possible a varied program in which the pace of learning and the level of difficulty of the material can be matched to the competence of different groups of students in the class. Grouping frees the teacher to work with individual students or small groups while other students are proceeding with their assignments. Note that noise levels, the correction of work, timing, and the use of peer assistance should all receive special consideration in the managing of group work;
- design units for independent study as circumstances require;
- develop contracts with Senior students to allow them to work on an individualized program. Contracts must outline clearly the tasks, timelines, methods of evaluation, and expectations for the degree of mastery of the material;
- provide students with an overall outline of the work and the assignments to be covered in the week or unit and list the day's plan on the chalkboard, so that students will know what is expected of them and what they can do next if the teacher is teaching or testing other students;
- create a "buddy" system in which students can help one another, and encourage peer teaching of certain elements in the program by Senior students;
- clearly establish the objectives to be met by each group and make sure that they are appropriate for the students. One group of students should not feel that it must work harder than the others;
- establish distinct expectations and marking criteria for different students when common assignments or projects are given;
- set deadlines for the completion of projects or activities that groups are working on in class so that the timing of presentations, displays of work, and evaluation procedures are complementary.



Lead water pipe. Roman (late 1st to early 3rd century A.D.).

EXCEPTIONAL STUDENTS

If exceptional students are to be taught in a supportive learning environment, teachers must be aware of their needs and abilities. These students have been identified as exceptional by the Identification, Placement, and Review Committee (IPRC) of the school board, with their area of exceptionality falling into one of five broad categories: behavioural, communicational, intellectual, physical, or multiple. In addition, a statement of their needs will have been developed by the IPRC and should be available to the teacher well in advance of the commencement of a course in classical studies. Teachers should discuss student needs and possible adaptations to courses with the student resource staff and with parents. Other relevant information should be available in the OSR folder.

The following suggested adaptations should be considered:

- Modifications in teaching strategies may be required to meet the individual needs of some exceptional students. For example, some students with communication exceptionalities may require visual as well as auditory clues. Teachers may have to enunciate more clearly and rephrase any question or statement that students may not have heard or understood.

- A variety of assessment techniques should be considered to ensure an informed picture of a student's progress. For example, students with limited vision may be given written tests in large print or Braille. Some students may be allowed more time to complete a test. Oral tests and examinations may be necessary to accommodate students with severe vision problems. Daily work and class participation may play a more important role in the evaluation of all exceptional students than they do for non-exceptional students.
- Physical adaptations to the classroom may be required. For example, some physically handicapped students may need to be placed near the entrance to the classroom. Additional space and modified equipment may be required to accommodate wheelchairs or other ambulatory devices. Floors may have to be covered with non-slip material and cleared of obstructions.
- A number of organizational adaptations could be considered. For example, gifted students might take components of a course or an entire course through independent study. Their leadership skills could be developed through seminars and class presentations. These students could also be grouped with other gifted students so that they can receive encouragement and stimulation from their peers.

The integrity of any classical studies course shall be maintained in accordance with the intent of this guideline. However, it is better to encourage exceptional students to take courses in classical studies and employ strategies to suit their needs than to discourage them through rigid conformity to an inflexible program.

The following Ministry of Education publications contain teaching suggestions for students with various exceptionalities:

- *Behaviour* (resource guide, 1986)
- *Children With Communication Exceptionalities* (Curriculum Ideas for Teachers, 1979)
- *Children With Mild Intellectual Handicaps* (Curriculum Ideas for Teachers, 1979)
- *Children With Moderate and Severe Intellectual Handicaps* (Curriculum Ideas for Teachers, 1981)
- *Children With Physical Handicaps and Health Impairments* (Curriculum Ideas for Teachers, 1978)
- *Handbook for Teachers of Students With Learning Disabilities* (resource guide, 1986)
- *Programming for the Gifted* (resource guide, 1985)
- *Vision* (resource guide, 1987)

TECHNOLOGY IN THE CLASSROOM

The classical studies curriculum must reflect the technological as well as the sociological changes that are occurring in our society. As the cost of educational hardware decreases and the availability of good educational software increases, teachers will have opportunities to enhance and even restructure their classics programs. Students will increasingly

use new information technology, such as computers, videodisks, and videotape recorders, as tools of communication and of collaborative and interactive learning.

In the last decade there have been major developments in technology associated with microcomputers, telecommunications, data storage devices, printing machines, and video recorders – developments that have the potential to alter substantially the quantity, quality, and nature of classroom interaction. Technology can

facilitate both individualized instruction and collaborative learning.

The computer can be used in a number of ways. For example, it can function as a tutor or an electronic textbook, feeding preprogrammed packages of information to students. Authoring systems, available for Latin teachers, facilitate the mastery of various language skills and can be applied to the study of vocabulary, morphology, grammatical concepts, derivatives, history, and culture, and to the development of students' translation skills, reading comprehension, and critical skills. As new programs are developed and offered to schools, they will have to be evaluated on the basis of their curriculum compatibility, content components, program characteristics, and program mode.

Video cameras may be used to enrich classical language and civilization courses. Having students act out plays or participate in a guided tour of an archaeological site can enhance their cultural awareness of the topic under discussion and thereby make it more meaningful.



Attic red-figure drinking cup. Greek (ca. 410 B.C.), mule's head.

ROLE OF THE TEACHER-LIBRARIAN

The school's library resource centre can enhance Latin, Greek, and classical civilization courses by furnishing students with opportunities for creativity, providing for individual differences in rate and style of learning, providing motivation for independent learning, and familiarizing students with modern information technology as a learning tool. The teacher-librarian can assist in developing curriculum units, teaching library and research skills, and supplying and building up necessary print and non-print resources (reference and recreational books, information files, filmstrips, video and audio cassettes, and computer programs).

In conjunction with the teacher-librarian, teachers should:

- design some learning experiences for students that ensure the integration of the classroom work with the resource materials available. Sample topics that students may investigate include the biographies of famous Greeks or Romans, religions, palaces, and civic structures;

- illustrate lessons with learning materials from the library resource centre and thus make students aware of their availability;
 - involve students in the use of print and non-print materials;
 - provide for appropriate activities in the library resource centre for exceptional students, including resource-based remediation and enrichment;
 - select classics-related resource materials for purchase by the resource centre.
- Resource-based learning may be judged to be effective for students when it:
- improves their education by providing them with a variety of learning strategies;
 - begins to acquaint them with the tools of research;
 - facilitates their search for knowledge by matching kinds of resources to different learning styles and abilities;
 - provides them with opportunities to develop skill in independent learning and in problem solving;
 - provides them with reinforcement through the use of different media or materials;
 - provides a dynamic and interesting process that allows them to use media and information technology in a practical way.

Resource-based learning may be judged to be effective for students when it:

- improves their education by providing them with a variety of learning strategies;



Cypro-archaic terracotta figurine.
Greek (later 7th through 6th century
B.C.), horse and rider.



THE LOST EPIC

THE LOST EPIC is a collection of 100 short stories, each a masterpiece of the genre. The stories are set in a world of ancient Greece, where the gods and goddesses are still active, and the heroes and heroines are still fighting for the good of the world. The stories are written in a style that is both elegant and accessible, and they are all set in a world that is both familiar and exotic. The collection is a treasure trove of stories that will keep you entertained for hours.

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INTRODUCTION

This guideline provides for an advanced level program and a single-course general-level program in Latin.

The advanced level program provides the following two courses that prepare students for the Latin OACs: Intermediate Latin (VLL2A) and Senior Latin (VLL3A). Senior Latin (VLL3A) is the prerequisite for either Latin OAC (see *Latin, Ontario Academic Courses, 1986*).

The general level program consists of a single course – General Latin (VLL2G or VLL3G) – which may be offered as either an Intermediate Division course or a Senior Division course. This course is not merely an advanced level course with the number of units reduced; it has its own set of objectives that must be achieved.

RATIONALE

The study of Latin introduces students to a language, culture, and literature that have helped to shape Western civilization for over two thousand years. By learning the language of the Romans, tracing English and French derivatives, examining Roman literature, and concurrently studying Roman culture, students may expand their awareness of the classical roots of Western civilization, both material and intellectual. Their contact with a language whose syntax is different from their native tongue will enhance their appreciation of the workings of language in general. The study of Latin derivatives will expand their

vocabulary and sharpen their sensitivity to the denotations and connotations of both English and French words.

A knowledge of the Latin language will allow students to read a literature that is of high quality in style and content and that includes articulate discussion of fundamental human issues by some of Western society's finest thinkers and writers. The study of Roman culture will acquaint students with aspects of ancient life and thought that have influenced contemporary society. Furthermore, as participants in Canada's cultural mosaic, students will examine and evaluate another people's response to the challenge of accommodating and integrating diverse cultural influences.



Marble head of a Roman woman.
Roman (A.D. 117-138).

Their study will encourage students to appreciate and respect customs, beliefs, and values different from their own, and, through a comparison with modern counterparts, it will provide them with keen insights into the values of contemporary Canadian society.

As part of the broad area of studies called “classics”, courses in Latin offer students a chance to gain experience in interdisciplinary studies. A Latin course typically embraces such diverse fields of study as language, literature, rhetoric, archaeology, architecture, fine arts, town planning, history, politics, religion, philosophy, law, education, social behaviour, and commerce – a wide spectrum of human activity. The broad scope of such studies can expand students’ historical and cultural awareness. In exploring these fields, students will develop a range of skills, including ability in the following areas: thinking and expressing themselves with precision and accuracy in English and French; communicating through verbal and visual media; observing accurately and making reasonable inferences from evidence; correlating materials of various

types; researching, organizing, and reporting; co-operating and working in groups; and making individual oral presentations. Because the Latin courses described in this document include a broad cross section of topics and cultivate a variety of skills, they afford students valuable returns for the time invested.

The intrinsic merits and practical advantages of a Latin program enable students to refine their communication skills and increase their cultural awareness. The academic groundwork established in secondary school Latin courses will provide students with a valuable background for advanced studies in the humanities and social sciences in such areas as the following: modern languages,

linguistics, literature, philosophy, history, fine arts, classics, sociology, archaeology, anthropology, and political science. The training in rigorous thought and logical analysis that Latin courses provide is also of great value for work in mathematics, computer science, engineering, and the sciences generally. Furthermore, the general knowledge and the skills acquired from the study of the language, literature, and culture of Roman antiquity can be useful in a wide variety of careers in such fields as advertising, journalism, writing, translating, law, medicine, theology, teaching, government work, executive and administrative work, personnel management, labour relations, public relations, sales, travel, and tourism.

Marble inscription in Greek. Roman (2nd or 3rd century A.D.).



THE ADVANCED-LEVEL LATIN COURSES

Aims

In keeping with the goals of education outlined earlier in this document, advanced-level Latin courses are designed to help students to:

- increase their understanding of the nature and structure of language;
- increase their sensitivity to language in general and to English and French in particular;
- recognize the linguistic influence of Latin on English and French, particularly with reference to derivatives;
- consider how the Latin language and some aspects of Latin literature reflect typical characteristics of Roman culture, particularly a love of organized form and a strict correlation between form and function;
- develop a critical approach to literature through the study of style and structure;
- develop an appreciation of classical masterpieces;
- recognize Rome's contributions to Western literature and thought, as well as its influence as a transmitter of culture;

- examine the values of an ancient society as revealed through its literature, philosophy, religion, politics, urban development, fine arts, and material remains;
- develop a deeper insight into the values of contemporary Canadian society by comparing them with those of the ancient world;
- explore both the changing and constant values of human life and the continuity of Western human experience;
- learn to respect languages, customs, beliefs, and values that are different from their own;
- develop a mature awareness of themselves and others;
- develop precision of thought and of expression through the demands of accurate translation;
- practise the skills of making reasonable inferences from visual evidence and of correlating evidence from different types of sources;
- practise the skills of researching, organizing, and reporting;
- practise communication skills through class presentations and written assignments;
- improve their skill in articulating personal thoughts and feelings;
- exercise imagination and creativity.

Content

It is important that the courses leading to the Latin OACs increase students' grasp of the language, vocabulary, and cultural background so that they are able to read Latin literature with little or no adaptation. The textbooks currently in use in Ontario differ greatly in their presentation of the various components of the Latin program. For this reason a specific list of grammatical structures, vocabulary, and cultural topics to be covered in each advanced-level Latin course is not included in this document.

The advanced-level Latin courses shall consist of the following three components:

1. *Reading component*

a) *Reading*. The central purpose of a Latin course is to enable students to read Latin with understanding and enjoyment. The subsection entitled "Evaluation of Learning" (see pages 21-23) suggests that at least 40 per cent of the marks on written examinations and term work be assigned to the evaluation of reading comprehension and translation. This emphasis on reading should be reflected in the amount of class time spent on activities directly related to the reading of Latin.

In order to achieve the necessary preparation for reading Latin literature with little or no adaptation in the OACs, students

should have considerable experience reading continuous passages of Latin rather than only isolated sentences. Some classes may be able to read simple passages of original Latin or passages adapted from original Latin by the end of the Senior Latin course.

The reading material chosen for a course should contain examples of the grammatical forms and structures that students are studying, and should provide students with practice in using these forms and structures. It should also reinforce and enrich the study of Roman culture. Excerpts from original Latin in translation should be used to supplement both the Latin passages read and the related cultural topics. Regular attention should be given to the learning of Latin vocabulary. However, while the retention of vocabulary is important, it is also valuable to develop skill in the proper use of dictionaries.

In preparation for later literary appreciation, various aspects of written and spoken Latin should be examined, such as variant word order and sentence structure. Characterization, setting, and narrative development should also be considered. The study of other literary devices, such as artistic word order, juxtaposition, contrast, parallel structure, and diction, may be introduced gradually.

b) *Grammar*. A knowledge of inflections and an understanding

of the grammatical structures and concepts of the language are essential prerequisites for the reading of Latin.

The specific grammatical topics covered in each year of the program will depend on the textbooks used. However, in planning their courses, teachers should arrange to cover forms and structures in such a way that it will be possible for students to complete their study of the prescribed grammatical topics *by the end of either OAC*. (See Appendix A for the required grammatical core.)

2. *Derivatives component*

The study of Latin roots and word origins shall be an important element in any Latin course, because it reinforces and expands students' knowledge of English and French. Students should develop the habit of calling upon their knowledge of Latin to determine the meaning of English and French words that they encounter. Conversely, they should use their knowledge of the meaning of English and French words that are derivatives from Latin to discover and learn the meaning of new Latin vocabulary. Latin teachers have a unique opportunity to encourage students to expand their vocabulary by illustrating the impact of Latin on the vocabularies of English and French through study of the following:

- roots
- prefixes and suffixes
- abbreviations from Latin

- Latin phrases in current use
- Latin mottoes
- words encountered in other disciplines, such as science, mathematics, law, and medicine

3. *Cultural component*

The acquisition of the fundamentals of the language as well as the study of passages of literature shall involve the reading of texts in their cultural context (see *Latin, Ontario Academic Courses, 1986*, subsection 1.3.2). Through Roman literature students come into contact with the thoughts and feelings of real people in a real society. In order to gain a genuine understanding of this literature, students require a knowledge of the daily life, physical environment, and social customs of the Romans. Since the values inherent in Roman culture have left an indelible impression on twentieth-century civilization, the study of Roman civilization will be a rewarding aspect of a Latin course.

In planning the cultural segment of the introductory courses in the Latin program, teachers should strive to strike a balance between the following two distinct demands:

- responding to students' interest in, and enhancing their general liberal education through contact with, the cultural heritage derived from classical antiquity

- establishing the basic elements of the culture in which the language and the literature read in the OACs developed

Teachers shall carefully and logically schedule cultural topics into the regular class periods in every year of the Latin program. The selection and sequencing of these topics must depend on the maturity, background knowledge, and interests of students; on the interests and knowledge of the individual teacher; on the teacher's assessment of the importance of any given topic to the overall direction of the Latin program; and on the resources available.

In outlining the cultural topics for the preparatory courses, teachers should closely analyse the literature that will be read in the OACs and then plan the preceding courses carefully in order to lay the groundwork effectively for placing that literature in its cultural context. For example, in a program in which the OAC includes a unit entitled "Imperialism and Diplomacy", Roman coinage might be a major topic in one of the previous courses, with the content designed carefully to anticipate discussions that will occur in the OAC; however, in a program in which the OAC includes units entitled "Epic" and "Oratory", Roman coinage might be touched on only lightly or not at all.

Each course of the Latin program should also offer a well-balanced cross section of topics and activities so that it has linguistic and cultural value in its own right and does not merely serve as a preparation for a Latin OAC. Whether the cultural setting is Rome, Pompeii, or one of the provinces of the Roman Empire, students will discover a way of life that is vibrant and full of interest. They should be encouraged to develop a critical approach to lifestyles that differ from their own.

Teachers should cover a variety of topics, some in greater depth than others. The following list is suggestive rather than definitive:

- houses
- food
- clothing
- town planning
- law
- government
- art and architecture
- religion
- business
- ships and trade routes
- roads and transportation
- entertainment
- baths
- education
- marriage
- superstition
- funerals, tombs, cemeteries
- family life
- the status of men and women

- slavery
- the army
- mythology
- coinage
- wall graffiti (content, styles of lettering)
- papyrus and the making of ancient "books"
- tombstones: inscriptions and ornamentation
- Roman ways of reckoning time
- the calendar
- Roman holidays
- triumphal processions
- gardens
- country villas and farming
- aqueducts
- lamps
- signet rings and seals
- make-up, jewellery, hairstyles
- the Seven Wonders of the Ancient World
- monuments (e.g., the Colosseum, the Pantheon)
- techniques of archaeology
- political figures (e.g., Cicero, Julius Caesar, Augustus, Nero, Titus, Domitian)
- authors (e.g., Catullus, Horace, Vergil, Ovid, Petronius, Juvenal)
- perceived heroes and villains (e.g., Camilla, Coriolanus, Regulus, Pyrrhus, Hannibal, Cleopatra, Boudica)

Teaching Strategies

Teachers should use a wide variety of teaching strategies suitable to the different components of a Latin course – reading, translation, vocabulary and language drill, and derivative and cultural study – in order to maintain a high degree of motivation in their students.

The texts available to teachers in Ontario focus on either the *structural-linguistic* or the *grammar-translation* approach.

Courses based on the structural-linguistic approach emphasize the reading of Latin. Their aim is to teach Latin for reading purposes and to develop an understanding of the content and values of Roman civilization. Latin is studied through the identification of the basic sentence patterns by intensive repetition in a variety of contexts. These courses do not usually include the translation of English into Latin.

Courses based on the grammar-translation approach emphasize teaching the grammar of the Latin language by comparing it with that of English and observing similarities and differences. The comprehension of Latin and its subsequent translation into English are made to depend largely on a conscious grammatical analysis of the Latin as it is read.

Whichever approach is chosen, reading and translation are the major activities. To maintain student interest, teachers should avoid continual translation by using a variety of approaches. Of the wide range of teaching strategies available, teachers should incorporate a variety appropriate to the material being covered. The following are a few examples (see also the “Teaching Strategies” section for the general-level Latin course on page 26):

- a) The careful translation of Latin passages will teach students accuracy and precision in the use of language. Several approaches are effective for translation work:
 - Students and the teacher may work together.
 - Students may work independently.
 - Students may work in pairs or groups.
- b) The oral reading of Latin, in chorus or by individual students, should be frequently practised in class. The reading should indicate that students comprehend the meaning of a story or poem. Since Latin was normally read aloud by the Romans, students should be made aware of the importance of the sound of the language.
- c) Reading for comprehension gives students practice in skimming a passage to find answers to set questions or to obtain an overview of its content. Practice in reading Latin more rapidly can be given through oral or written teacher-directed questioning, independent work, or reading in pairs or groups.
- d) Students should have regular opportunities to test their progress by dealing unaided with sight passages. Such passages, in which the occurrence of morphological and structural elements is random, encourage students to apply what they have learned.



Marble bust of the emperor Septimius Severus. Roman (A.D. 195-200).

- e) Formal grammar lessons dealing explicitly with the Latin language are useful to consolidate the basic principles of morphology and syntax. Practice in the application of these principles may be achieved through translation or manipulation exercises chosen or developed to focus on specific structures.
- f) The most obvious way to study the development of English and French words from Latin roots is to pay regular attention to derivation. Students should be encouraged to suggest derivatives from new Latin words as they are encountered in reading passages and background cultural data. In addition, students might complete a variety of exercises in word study, such as the following (see also “Derivatives Component” of the general-level Latin course on page 25):
- match-up exercises
 - fill-in-the-blank exercises
 - crossword puzzles
 - multiple-choice exercises
 - computer-program drills
- g) The study and discussion of the cultural context should be carefully scheduled into regular class periods, whether or not cultural material is included in the textbook. Students should include such material in their notebooks. Cultural topics directly relevant to the themes

of the language and literature courses should be discussed thoroughly in class. Those topics that bear less directly on the target literature but that are consistent favourites with teenagers may be assigned for independent study. Cultural topics may be explored through the following formats:

- presentations by individuals or groups of students based on specific outlines assigned by the teacher
- full-class or group discussion based on answers to questions assigned on a cultural topic in the textbook
- inferential discussion, guided by the teacher’s questioning, on slides, bulletin-board displays, study prints, transparencies, or models
- structured group discussions of realia (e.g., coins and replicas)
- full-class or group discussion of passages of literature in translation
- directed discussion of movies, videotapes, and recordings
- short lectures or slide talks by students, the teacher, or a guest speaker
- full-class discussion and reinforcement of topics introduced by individual students, group presentations, a lecture by the teacher or a guest speaker, or small-group discussions

- presentations of students’ models and art work, slide-tape presentations, videotape presentations, or live dramatizations
- formal written reports and creative-writing assignments
- interdisciplinary study assignments

Students also may:

- perform a scene or scenes taken from, or based on, the course material;
- listen to recorded versions of Latin passages, either for general comprehension or for consolidation;
- develop or use a computer program to review their knowledge of Latin;
- pursue an independent study of derivatives encountered in other subject areas, such as science or mathematics, or in mythology;
- prepare seminars or panel presentations;
- prepare a Roman dinner to be attended in Roman dress;
- participate in classics days at universities;
- participate in classics conferences and visits to museums, theatres, and art galleries;
- participate in exchanges with other Latin students;
- participate in an archaeological practicum;
- travel to classical sites in the area of the Roman Empire.

Evaluation of Learning

The purpose of assessment and evaluation should be to promote learning for both students and teachers. It should be fair, accurate, and curriculum-based. At the beginning of each course, the teacher shall outline and explain to students the policies and procedures for assessment.

Because learning styles vary among students, teachers should use both formative and summative evaluation to assess student achievement in the various components of the course and in both the cognitive and affective domains.

In addition to written translation, comprehension, or essays, students may be assessed on oral and visual presentations, display projects, and creative assignments. Whatever methods of assessment are used, care should be taken to ensure that term work and examinations reflect the format and rigour of the instruction given.

Evaluating student achievement in the components of the course. Student achievement in all of the following components of the Latin courses described in this document shall be evaluated: reading and grammar, derivation, and cultural context.

Since the central linguistic aim of the advanced-level Latin program is the reading comprehension of Latin literature in its cultural context, it is essential that

teachers assess students' ability to translate accurately and to understand what they have read. The testing of students' knowledge of vocabulary, morphology, and grammatical constructions is valid if set in the context of complete Latin thoughts, either in sentence or story form. Students are expected to show progress in these language skills by translating sight passages or answering comprehension questions. In addition, some attention should be given to students' ability to read Latin aloud with accurate pronunciation.

Evaluation shall also take into consideration the ancillary aims of the Latin course; namely, derivative study, word building, and the development of students' knowledge and understanding of Roman life and society. All of these elements should be included in a quantitative evaluation. Tests and examinations can evaluate students' ability in derivative study and word building through questions resembling the derivative exercises done in class. The assessment of students' grasp of Roman civilization should be based not merely on their recital of facts, but on their ability to develop a theme, to explain or illustrate a feature of Roman life, or to compare the values of the Roman world with those of today's society.

Teachers should use a wide variety of methods in assessing students' achievement in the three components of the course. In setting assignments and planning evaluation, teachers shall bear in mind some of the fundamental considerations outlined below:

- Topics assigned for individual or group work need to be restricted in scope and clearly defined. Topics requiring research need to be planned jointly with the teacher-librarian.
- Each assignment should give students an opportunity not only to gather information about the ancient world but also to develop their skills of analysis, synthesis, and evaluation – skills that have a wide-ranging application in the adult world.
- The nature of the assignments must evolve from the content of the resources available to the student and should be commensurate with the research skills that may be reasonably expected of a student in the given grade.

In evaluating independent, individual, or group assignments, teachers should consider such factors as the following:

- thoroughness and accuracy
- clarity of organization and development
- evidence of an understanding of underlying issues or principles
- effectiveness of the oral or written presentation in engaging the audience's interest

- the processes followed in tackling the assignment, as well as the final product
- correct use of English or French

The weighting of marks in both written examinations and term work should reflect the proportion of time spent on each component of the course. The following minimums are suggested:

	<i>Minimum</i>
– reading comprehension and translation	40%
– cultural topics	15%
– derivatives and vocabulary	10%
– class participation ¹	10%

1. “Class participation” includes assessment of students’ attendance, punctuality, homework, notebooks, attitudes and behaviour, participation in class, and ability to come to class properly equipped. Class participation may be identified explicitly as a separate category of the total mark or included as an inherent consideration in the other three categories.

Evaluating student achievement with regard to the aims of the course. As part of the learning process, evaluation shall reflect the wide range of aims of the course. Assessment practices shall reflect the complexity of learning. They shall deal with facts, skills, processes, concepts, generalizations, values, attitudes, and effort. Students should have the opportunity not only to prove that they are mastering the content but also to display progress in the application of learning skills, that is, in their capacity to analyse, synthesize, and evaluate.

Admittedly, it is difficult to assess how successfully the more abstract aims are being met. Teachers must recognize their inevitable limitations in evaluating the higher levels of the affective domain and translate the more abstract aims into specific and concrete objectives. Towards this end, teachers should not limit the format of evaluation procedures to written tests and examinations. Group discussions, interviews, and projects enable teachers to observe how students are developing and maturing in their approach to the material. When all of these factors are components of the evaluation process, teachers can make a comprehensive professional judgement of students’ accomplishments.

Modes of evaluation. Evaluation is an essential part of the learning process for both students and teachers. Evaluation should provide students with a standard by which they can prove to themselves their mastery of curriculum content and their progress in the development of abilities in analysis, synthesis, and sound judgement. Evaluation should also indicate to teachers where adjustments may be needed in methodology, curriculum content, and assessment techniques. It should enable teachers not only to assess the competence of students and their readiness to proceed to more advanced work, but also to identify the effectiveness of the instructional methods used and of the emphases in the course. It may also indicate a need for modifications in the time allotments for specific sections of the course.

Accurate and comprehensive assessment includes both formative and summative evaluation. Formative evaluation involves the continuous assessment of students’ knowledge, skills, and attitudes. Oral and written testing may be used early to assess the level of achievement of the individual or class in understanding recent material or in retaining and recalling less recent material. Frequent testing fosters consistent

growth in the skills essential to competent language performance. Interim testing, designed to monitor the development of the target skills, identifies difficulties and encourages success. The formative evaluation of attitudes may take into account evidence of effort in daily work, homework assignments, notebooks, contribution to group activities, and class participation.

Summative evaluation of student achievement takes place after the completion of a topic or unit. It should be used to inform students and others of the extent to which the overall instructional aims and objectives have been achieved and may be based on the following:

- topic or unit post-tests related to course aims and objectives
- formal examinations at specific intervals
- major projects

THE GENERAL-LEVEL LATIN COURSE

Aims

A course in Latin at the general level can help students achieve their potential in intellectual, emotional, social, cultural, and moral development by providing an opportunity for students to:

- become acquainted with a foreign language whose basic structure is different from that of English and French;
- read, comprehend, or translate Latin passages of moderate difficulty;
- improve their communication skills in English or French;
- increase their English or French vocabulary through the study of words that are derived from Latin;
- become familiar with the most common Latin roots, prefixes, and suffixes, from which the meanings of new English or French words may be deduced;
- increase their vocabulary and improve their spelling of English or French words through the study of derivatives;

- increase their tolerance for languages other than their own;
- become familiar with the customs, attitudes, and thinking of ancient Romans;
- compare these ancient attitudes and customs with modern ones;
- develop an awareness of the cultural customs of their own society and of other societies;
- develop a tolerance for cultural customs different from their own;
- recognize the relevance of classical culture to their own lives;
- develop a positive self-concept;
- take pride in neatness, order, and clarity in their work;
- develop social maturity, particularly in their ability to work effectively, individually or together;
- learn productive self-control in group situations and gain confidence by participating constructively;
- exercise creative abilities and interests through a variety of hands-on activities;
- develop practical life skills, such as map literacy, dictionary skills, and problem-solving skills, through the use of library facilities;
- increase their skill at deductive reasoning;
- develop an aesthetic appreciation.

Content

The principal objective of the general-level Latin course is to allow students to benefit from studying a culture and language different from their own. The textbooks currently in use in Ontario differ greatly in their presentation of the various components of a Latin program. Lists of suggested grammatical structures and cultural topics to be covered in the general-level Latin course are included in this document, however.

The general-level Latin course shall consist of the following three components:

1. *Reading component*

a) *Reading.* Students in this course are not preparing to read Latin literature. Therefore, the Latin that they read should be relatively simple both in the volume of its vocabulary and in the number and difficulty of its grammatical structures. Short stories whose themes and content reflect everyday Roman life will provide the greatest enjoyment for students. Frequent discussions centred on the similarities and differences between ancient Roman and modern Canadian life should arise naturally from students' reading in Latin. Dramatizations and variations of stories read in Latin

should also be encouraged. Above all, students should find the reading enjoyable.

A recognition knowledge of a vocabulary of about 300 words should be a target, the words being selected wherever possible with a consideration for their usefulness in derivative study. In this way students will develop confidence in their ability to comprehend Latin, thereby adding to their success in, and enjoyment of, the course. Teachers may need to develop their own variations of stories or to incorporate stories from several textbooks in order to provide the volume and variety of Latin necessary to achieve the twin goals of mastery of basic Latin structures and enjoyment of the reading content.

b) *Grammar.* The specific grammatical topics covered in this course will depend on the textbook(s) that teachers choose. However, in planning their courses, teachers should arrange to cover

the more frequently used forms and structures in such a way that it will be possible for students to read Latin with enjoyment and success throughout the course. The grammatical core should be of moderate difficulty and should include the following:

- singular and plural subjects
- singular and plural direct objects
- singular and plural indirect objects
- the present, imperfect, and perfect tenses
- active personal endings

Students should have some sense of what the parts of speech do in a sentence. Rather than learning inflections, they should develop some skill in determining ways in which Latin:

- indicates who is doing an action;
- distinguishes the doer from the receiver;
- indicates when an action occurred.



In this way students will learn how an inflected language works differently from English and French.

2. *Derivatives component*

A general-level Latin course should put great emphasis on the value of Latin for building English and French vocabulary. Since this is a one-year course, derivative study may be the most important part of the course for many students.

Stress should be put on using a dictionary effectively, on spelling English or French words correctly, and on learning to recognize new words or vaguely familiar words in context.

It may be more appropriate in a general-level Latin course to reinforce derivative study by written exercises rather than by incidental references in class. A wide variety of exercises may be used, including the following:

- match-up exercises
- fill-in-the-blank exercises
- crossword puzzles

- multiple-choice exercises
- computer-software drills
- exercises in finding the Latin roots of English or French words
- exercises in looking up dictionary definitions for words derived from Latin
- analysis of the structure of words through reference to the meanings of their prefixes and suffixes

Students should be exposed to those aspects of word study that will be most helpful in their other studies and their subsequent life experiences. Such study should include the following:

- abbreviations from Latin
- Latin phrases in current use
- words encountered in other subject areas, such as science, mathematics, business studies, and technological studies

The study of derivatives should enhance students' ability to communicate effectively in English or French.

3. *Cultural component*

For students enrolled in Latin for one year at the general level, the study of Roman culture should address themes that bear most directly on practical aspects of modern daily life. Topics should be selected for the opportunities they afford for clarifying modern customs by considering similarities or differences.

Teachers should cover a variety of topics, some in greater depth than others, but all related to students' interests and personal lives. The following list is suggestive rather than definitive:

- the geographical and historical background of Rome and the Roman Empire
- the family
- the status of men and women in Roman society
- slavery
- daily routine
- clothing and personal adornment
- houses: residential design as related to family structure and climate
- interior decorating and furniture
- food and meals
- shopping
- trades and skilled crafts
- schools
- travel and trade, roads and transportation
- gladiatorial shows
- chariot races
- theatrical performances, particularly comedy
- popular sports and the Olympic games
- the baths



- temples and gods
- weddings
- funerals and beliefs about the afterlife
- some practical aspects of archaeology
- some civic structures: a forum, a temple, a basilica, a theatre, an amphitheatre, a circus
- some famous Romans: Aeneas, Romulus and Remus, Julius Caesar, Cicero, Vergil, Augustus, Caligula, Nero, Agrippina

Some activities might include reading ground plans of houses and other buildings, making models, cooking from Roman recipes, making Roman garments, reassembling broken pottery, and excavating a dump area.

Teaching Strategies

In a general level class, teachers should not spend an undue length of time on any single activity but should vary both activities and topics. More time should be spent on teacher-led translation than in the advanced level course. For example, the teacher might lead an oral translation of an entire story and then assign one paragraph of the story to be translated in writing as individual seatwork. Such seatwork could be discussed immediately after it is done or collected for evaluation.

Group-work assignments may be used but should be specific and limited in time. The size of groups should also be limited. Time may be spent in modules devoted to any of the following topics: derivatives, Roman culture and customs, archaeology (illustrated with slides, films, filmstrips, diagrams, or maps), mythology, vocabulary. (For additional suggestions related to group work, see the next subsection, "Evaluation of Learning".)

The classroom should be visually interesting. Students should be involved in creating visuals such as posters, bulletin-board displays, collages, and models related to Roman cultural themes.

Teachers should use the most simple, concrete method to teach language structures and vocabulary forms. The use of grammatical terminology should be limited.

Students may prepare skits based on material studied in stories or in lessons on Roman life (e.g., the dramatization of a Roman courtroom scene). These skits could be performed in simple Latin, in English or French, or in English or French sprinkled with Latin terms.

Evaluation of Learning

Teachers should explain the evaluation procedures to the class on the first day of the course. Approximately 15 per cent may be allotted to life skills, including such things as punctuality, attendance, work habits, ability to bring materials to class (pen, paper, text), notebook organization, ability to answer oral questions, and class participation. Teachers should also discuss the life-skills evaluation with individual students at regular intervals. Students should be allowed to participate in the assessment of their own performance. It is important that students' self-evaluation be discussed with the teacher and that this mark be included as part of the life-skills evaluation.

In addition, students need to be able to work with others towards the realization of common objectives. It is thus necessary to provide them with opportunities to develop attitudes such as the following:

- respect for the rights and opinions of others
- acceptance of valid suggestions and criticisms
- self-discipline
- responsibility in undertaking a fair share of the work

Specific skills that are useful in group activities need to be introduced, demonstrated, taught, and reinforced. Simple exercises should be planned to help students develop a mature attitude towards both suggestions and criticisms and acquire the skills of observing, listening, proposing, supporting, opposing, organizing, negotiating, persuading, rule making, reaching a consensus, and voting.

The enquiry approach provides opportunities for the development of such group skills. For example, students can share the responsibility for tasks such as the following:

- choosing and developing a topic or question for study
- defining and clarifying the topic or question through brainstorming
- planning and carrying out the information search
- assessing the validity, appropriateness, and accuracy of the information obtained
- achieving a consensus on the validity of the conclusions
- brainstorming the most effective ways to communicate the conclusions
- preparing materials (graphic, verbal, and written) to communicate the findings

Group work is more likely to be successful if students see the relevance of their contribution to the group's success. Students should be given an increasing responsibility for making decisions about the size and composition of groups for specific tasks. Also, when the results of their collaborative work are graded, they should be given some responsibility for dividing the total marks equitably.

Peer assessment is a productive method of determining progress in the ability to work collaboratively. Checklists, rating scales, and profiles are the preferred instruments for this purpose. It is the teacher's responsibility to ensure that the evaluation criteria are stated in clear and objective

terms and are related to individual contributions to the project rather than to personal preferences or popularity.

For summative purposes, the weighting of marks should reflect the aims of the course and the proportion of class time devoted to the various components. The following minimums are suggested:

	<i>Minimum</i>
- reading comprehension and translation	25%
- cultural topics	25%
- life skills	15%
- derivatives and vocabulary	10%

Marble cinerarium of Claudia Paulina. Roman (late 1st or 2nd century A.D.).



A variety of types of test questions should be used. For example, students could answer true/false and multiple-choice questions, match Latin vocabulary with English meanings, match translations with Latin sentences, match words with pictures, match Latin roots with English derivatives, complete sentences with a word from a given pool, and rearrange sentences into the order in which they appeared in a story. Knowledge of grammar may be tested by having students respond to such instructions as “Underline the subject once and the object twice”. To test students’ understanding of the meaning of a passage, comprehension questions should be used more than word-for-word translation. Quizzes should be frequent – daily, if possible. Tests should be designed so that they can be marked and returned to students within one or two days so that students receive reinforcement as soon as possible.

In day-to-day assignments, accuracy in spelling and in copying material should be emphasized. However, for testing purposes, students should not be

penalized unduly for spelling inaccuracies in Latin or in English or French. The traditional testing of English- or French-to-Latin translation and English- or French-to-Latin vocabulary is not appropriate for a general level course. Students should be tested on material that they can see in front of them rather than on recall.

Formal examinations in this course are optional. The emphasis on the day-to-day development of practical skills and on the immediate application of knowledge may render formal examinations incompatible with course aims.

Top: Silver drachm of Zancle, Sicily. Greek (ca. 500 B.C.), dolphin (obverse).
Centre: Silver didrachm of Sikyon. Greek (430-390 B.C.), dove (reverse).
Bottom: Silver stater of Aspendos. Greek (4th century B.C.), two youths wrestling (obverse).



THE ANCIENT GREEK PROGRAM

THE GREEK PROGRAM is a series of four books, each containing a complete course of instruction in the language and literature of ancient Greece. The books are written by the most distinguished scholars of the day and are the result of many years of experience in the classroom.

The first book, *Elementary Greek*, is designed for the beginner and contains a complete course of instruction in the language and literature of ancient Greece. The second book, *Intermediate Greek*, is designed for the student who has completed the first book and contains a complete course of instruction in the language and literature of ancient Greece. The third book, *Advanced Greek*, is designed for the student who has completed the second book and contains a complete course of instruction in the language and literature of ancient Greece. The fourth book, *Classical Greek*, is designed for the student who has completed the third book and contains a complete course of instruction in the language and literature of ancient Greece.

The books are written in a clear and concise style and are designed to be used in the classroom. They contain many exercises and examples which will help the student to learn the language and literature of ancient Greece. The books are also designed to be used as a reference work and contain many valuable facts and information about the language and literature of ancient Greece.

The books are published by the American Book Company and are available in both hardcover and paperback editions. They are also available in a complete set for \$10.00. The books are the most complete and up-to-date series of books on the language and literature of ancient Greece and are highly recommended for all students of the subject.

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INTRODUCTION

This guideline provides for a program in Ancient Greek² at the advanced level only. The program consists of either one course or two courses that prepare students for the OACs. Students may take either Intermediate Greek (VGG2A) and Senior Greek (VGG3A) or Senior Greek alone. Senior Greek is the prerequisite for either Greek OAC. (See *Ancient Greek, Ontario Academic Courses, 1988*.)

Wherever possible, time for courses in Greek should be provided on the school timetable. In some schools Greek courses may be covered through independent study with frequent monitoring by the teacher. In either case, the provision of two courses instead of one does not simply mean that one year's work is extended over two years. The second course shall provide students with additional reading in Greek, a more intensive study of the language, and extended cultural studies.



2. Henceforth in this document, this program will be called "Greek".

RATIONALE

The study of Greek introduces students to a language, culture, and literature that have helped to shape Western civilization for over two thousand years. By learning Greek, tracing English and French derivatives, and examining Greek literature and aspects of Greek culture, students may expand their awareness of the classical roots of Western civilization, both material and intellectual.

The study of an inflected language will help students develop an appreciation of the workings of language in general. A knowledge of the Greek language will allow them to read a literature that has had a profound influence on Western literature. The study of even elementary Greek offers students the opportunity to expand their historical and aesthetic awareness.

Through the study of Greek, students can develop a range of skills, including the ability to think precisely and express themselves accurately in English and French; the ability to observe and to make reasonable inferences from evidence; skills in researching, organizing, and reporting; and the ability to work independently or in small groups.

The study of Greek will provide students with a valuable background for advanced studies in the humanities and social sciences in such areas as the following: modern languages, linguistics, literature, philosophy, history, fine arts, classics, sociology, archaeology, anthropology, and political science. Furthermore, the general knowledge and the skills acquired from the study of the language, literature, and culture of Greek antiquity can be useful in a wide variety of careers in such fields as journalism, writing, translating, medicine, theology, law, teaching, government work, executive and administrative work, personnel management, public relations, travel, and tourism.

THE ADVANCED-LEVEL GREEK COURSES

Aims

In keeping with the goals of education outlined earlier in this document, the study of Greek will help students to:

- develop a reading knowledge of Greek;
- increase their sensitivity to language in general and to English and French in particular;
- recognize the linguistic influence of Greek on English and French, particularly with reference to derivatives;
- develop a discriminating and critical approach to literature through the study of style, structure, and metre;
- develop an appreciation of the classical masterpieces that form part of the cultural heritage of the Western world;
- examine some of the values of ancient Greek society through a study of its literature, religion, politics, fine arts, and material remains;
- compare these values with those of the present and so develop a greater insight into contemporary society;
- learn to respect customs, beliefs, and values that differ from their own;

- develop a mature awareness of themselves and others;
- develop precision of thought and of expression through the demands of accurate translation;
- improve their skill in articulating personal thoughts and feelings;
- exercise imagination and creativity;
- practise the skills of researching, organizing, and reporting orally or in written form.

Content

It is important that the courses leading up to the Greek OACs increase students' grasp of the language and vocabulary so that they are able to read Greek literature with little or no adaptation. The textbooks currently in use in Ontario differ greatly in their

presentation of the various components of the Greek program. For this reason a specific list of grammatical structures and vocabulary to be covered in each course is not included in this document (see Appendix B).

Courses in Greek shall consist of the following three components:

1. *Reading component*

a) *Reading.* The central purpose of a Greek course is to enable students to read Greek. Therefore, the learning of language should move as quickly as possible into the reading of appropriate selections from classical works in prose, poetry, and drama.

This reading level is generally achieved more quickly in Greek than in Latin, not only because Greek syntax is more straightforward than that of Latin but also

because students taking Greek will normally have mastered some Latin and will be aware of the workings of an inflected language.

In order to be prepared for the Greek OACs, students should, in the preliminary course(s), have experience reading Greek literature with little adaptation. To this end students should have experience reading continuous passages of Greek as well as isolated sentences. The first passages read and translated should be made-up stories of moderately simple Greek; these should gradually increase in difficulty until students can read passages of Greek authors. The passages should enhance students' understanding of the Greek ethos and ideals. Translations of additional passages from ancient authors may be used to expand the context of the passages.

Regular attention should be given to the learning of Greek vocabulary. However, while the retention of vocabulary is important, it is also valuable to develop skill in the proper use of dictionaries.

b) *Grammar.* A knowledge of morphology and syntax is essential for the reading of Greek. The specific order in which the grammatical topics are discussed will



Silver tetradrachm of Naxos, Sicily. Greek (ca. 430-420 B.C.), head of the god Dionysos (obverse).

depend on the textbook used. However, teachers should plan the study of forms and structures so that, by the end of either OAC, students will have completed the requirements outlined in Appendix B. Students should learn the grammatical terminology necessary for an understanding of grammatical concepts. Accurate translation from Greek into English is expected; translation from English into Greek is optional. A knowledge of accentuation is optional, except where a change in accent alters the meaning of a word.

2. *Derivatives component*

The study of Greek roots and word origins should be included in order to reinforce and expand students' knowledge of English

and French. However, because of time constraints, some study may have to be treated incidentally. Teachers may enrich students' vocabulary further through the study of prefixes, suffixes, and words encountered in other subject areas, such as science, geography, mathematics, and medicine.

3. *Cultural component*

Because of time constraints some of the cultural component may have to be covered incidentally in conjunction with the reading of the texts. It is hoped that students may gain some knowledge of the physical environment and the political, social, and religious customs of the Greeks. This knowledge will enhance their understanding of the literature.

Teaching Strategies

The techniques and methods advocated for the teaching of Latin can be applied to the teaching of Greek.

The learning of the alphabet may be facilitated by the transliteration of Greek and English words.

Some of the Greek textbooks currently available include a fairly strong English-to-Greek composition component. Nevertheless, teachers are advised to modify their teaching of Greek by increasing the emphasis on reading and de-emphasizing English-to-Greek translation.

Teachers should use a wide variety of teaching strategies to suit the different components of the course -- reading, translation, vocabulary, and language drill. These might include the following:

- careful translation that teaches accuracy and precision
- the oral reading of Greek
- reading for comprehension, involving teacher-directed questioning (oral or written), independent work, and reading in pairs or groups
- translation at sight
- formal grammar lessons



Silver dekadrachm of Syracuse, Sicily. Greek (ca. 395-380 B.C.), head of the nymph Arethusa (obverse).

Students also may:

- work independently or in small groups on a study of topics related to the course material;
- examine non-print media;
- complete derivative exercises based on words used in other subject areas, such as mathematics or science, or developed around themes;
- listen to recorded versions of Greek passages;
- listen to brief lectures by the teacher or a guest speaker;
- participate in classics conferences, university classics-day programs, archaeological practicum, and visits to museums, theatres, and art galleries;
- travel to classical sites.

Evaluation of Learning

Evaluation is an integral part of the learning process. Since the central aim of the program is to have students read Greek, teachers must evaluate students' reading comprehension by requiring them to translate into English and to answer questions concerning content, allusion, and style. In addition, teachers may choose to monitor students' knowledge of grammar and derivatives on a reading test. However, since students' knowledge of grammar and derivatives can be assessed on separate tests, marks for these areas should account for only a very small percentage of students' marks on reading tests.

At the beginning of each course the policies and procedures for evaluation shall be outlined and explained to the class. Teachers should use a wide variety of assessment methods to assess student achievement. The weighting of marks in both written examinations and term work should reflect the proportion of time spent on each component of the course.

Evaluation should provide students with the opportunity to demonstrate their ability to analyse, synthesize, and evaluate, as well as their mastery of content. Students of Greek are also expected to:

- comprehend the content of Greek reading passages;
- comprehend grammar and vocabulary in the context of complete sentences in Greek;
- master vocabulary and syntax;
- translate passages at sight;
- answer questions on a sight passage;
- write and speak coherently in English or French;
- read Greek aloud, showing sensitivity to its content;
- be cognizant of Greek roots in English or French;
- gain some knowledge of Greek culture as presented in the reading passages.



THE CLASSICAL CIVILIZATION PROGRAM

Classical Civilization Program

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INTRODUCTION

This guideline provides for an advanced level program and a single-course general-level program in classical civilization.

The advanced level program may consist of one or both of the following courses: an Intermediate Division course entitled Introduction to the Ancient World (VCC2A) and a Senior Division course entitled Classical Civilization (VCC3A). If more than one course is offered in a school, care should be taken to avoid overlap in content.

The general level program consists of a single course, Classical Civilization for Today (VCC2G or VCC3G), which may be offered either as an Intermediate Division or a Senior Division course.

Either of the courses coded as VCC3A or VCC3G may be used to meet the Senior Division social science compulsory credit requirement for the Ontario Secondary School Diploma.

No prerequisites are required for any classical civilization course described in this guideline.

RATIONALE

The field of classical civilization is broad. Its study embraces ancient Greek and Roman philosophy, history, literature, art, archaeology, religion, political science, etymology, and urban geography. A course encompassing these disciplines will increase students' knowledge and understanding of the classical world and its contributions to Western society. It will also enhance students' understanding of the traditions and values of their own society.

A program in classical civilization provides access to the classical world through the study of both literary and material remains, sources that are extremely rich and varied. Classical literary works have survived because, for the most part, they are of universal and enduring significance. By virtue of its richness and variety, the material studied can encourage and inspire students in their own writing and in other creative activities.

Documents from antiquity have to be interpreted. Students will learn to deal with the written record and material remains and to evaluate and understand their significance. By combining the content, methods, and skills of different disciplines, courses in classical civilization both expand students' understanding of their world and provide a foundation for further studies in the humanities and social sciences.

THE ADVANCED-LEVEL CLASSICAL CIVILIZATION COURSES

Aims

In keeping with the goals of education outlined earlier in this document, the study of classical civilization will help students to:

- understand the Graeco-Roman world, including both its physical features and its historical context;
- become familiar with some major monuments and significant texts of the classical world;
- acquire a knowledge of life and customs in the ancient world;
- evaluate the ideas, achievements, and material culture of the Greeks and Romans;
- gain some understanding of the classical heritage;
- examine the cultural context of their own values;
- learn to respect customs, beliefs, and values that are different from their own;
- develop the skills of selecting, locating, and using appropriate sources of information;
- develop the skills required to examine critically both written and non-written primary evidence;

- practise the skills of researching, organizing, and reporting;
- express themselves effectively, both orally and in writing;
- develop imagination and creativity.

Content

The principal objective of these courses is to help students understand the achievement of the ancient world. Each course is independent and forms a complete unit by itself. The Intermediate Division course is broadly based and concentrates on the material

record and on various aspects of the social organization of ancient society. The Senior Division course is more specialized. It allows students to examine a limited number of topics in greater depth. The emphasis is on the intellectual and artistic achievement of the Greeks and Romans.

Introduction to the Ancient World (VCC2A). This course will provide students with an introduction to the study of the ancient world. It will attempt to answer such questions as “What did the ancient world look like?” and “How did the people live?”

In order to answer the first question, students might consider topics such as the following:

- the physical geography of the Mediterranean area and the influence of geographic features on the development of Greek and Roman life
- the chronological framework of the period being studied
- ways in which the archaeologist uncovers the past
- the ancient city and its organization, public and private buildings, and art and architecture



Louterion. Greek (ca. 710-700 B.C.),
ship.

This part of the course could be organized around a systematic study of representative sites (e.g., the Athenian Acropolis, Delphi, the Roman forum, Pompeii) or around an examination of appropriate topics, such as temples, theatres, and town planning.

In order to answer the question “How did the people live?”, students might consider topics such as the following:

- aspects of daily life in Greece and Rome
- sport and entertainment
- social classes in ancient society
- ancient festivals
- myths and religious beliefs
- education and literacy

Not all of the topics listed above need be included in the course, nor is the list intended to be exhaustive. The purpose of the course is to provide a broad survey, rather than to study a limited number of topics in detail. Whenever possible, Greek and Latin authors should be read in translation to illustrate the topic being studied.

Classical Civilization (VCC3A).

The Senior Division advanced level course shall consist of an introduction and a minimum of five units selected from at least three areas of study.

The introduction shall provide the background knowledge necessary for students to understand and appreciate each of the units studied in the course. Students should become familiar with the

physical geography of the Mediterranean world, the chronological framework of the period being studied, the features of society that are necessary to an understanding of the topics chosen, and the sources of our knowledge about the ancient Greeks and Romans. It is not necessary for all of the introductory material to be covered at the beginning of the course; some topics may be introduced at the beginning of the units to which they are most relevant.

A minimum of five units shall be chosen, and they shall be selected from at least three of the following eight areas. Sample units are given for each area, but teachers are free to select other appropriate units within these areas. Where possible, it would be advisable to consult with students in making these selections. Greek and Latin authors should be read in translation to illustrate the topic being studied. The eight areas of study are listed below:

a) Literature:

- theatre and drama
- epic and myth
- satire and society

b) History:

- lives of famous people
- ancient historians
- ancient theories of government

c) Philosophy and religion:

- Plato's *Apology*
- Epicureanism and Stoicism
- views on the afterlife

d) Archaeology:

- the science of archaeology
- the study of a site
- pioneers of classical archaeology

e) Art and architecture:

- Greek sculpture
- Roman wall painting
- orders of architecture

f) Ancient society:

- transportation and communication
- daily life, including play
- science and engineering

g) Mythology and legend:

- survey of the common myths
- myths related to a particular theme, such as myths of the origins of cities and institutions, stories of heroes, and creation myths
- the myth of Atlantis

h) Language:

- families of languages
- the history of writing
- literacy in ancient society

Teaching Strategies

Learning is a dynamic process, and teaching strategies should seek to expand and enhance students' thinking and planning skills.

A variety of approaches should be employed to present material. A selection from the following teaching strategies may be used:

- presentations by the teacher or guest speakers
- audio-visual presentations
- the assignment of content and comprehension questions
- the presentation of materials and questions by the teacher-librarian
- field trips to archaeological sites, museums, art galleries, or stage productions

Possible learning activities might include the following:

- individual or group research followed by class presentations
- reading assignments
- the analysis of visual materials
- research projects with written reports
- visual projects involving maps, charts, drawings, and models

- creative projects (written or artistic work based on classical models)
- discussions
- debates
- dramatizations
- games and puzzles on classical themes
- comparative studies of various aspects of the ancient and modern worlds
- independent study

For sample lesson plans see the section entitled "Teaching Strategies" for the general-level classical civilization course on pages 41-44.



Evaluation of Learning

Evaluation is an important part of the learning process. Since the central aim of the program is to enable students to understand the Graeco-Roman view of the world and to be able to communicate that vision in different ways, it is essential that evaluation methods be varied, reflect the course objectives, and stress students' cognitive skills and affective development. At the beginning of each course, the policies and procedures for evaluation shall be outlined and explained clearly to the class.

Upon completion of an advanced level course in classical civilization, students should be able to:

- identify the contributions of the classical world to Western society in political, social, and cultural fields;
- deduce from the analysis of an artefact or literary work the ideas expressed by the artist or writer;
- correlate the evidence provided by the analysis of literary, historical, and archaeological sources to obtain a global view of the period studied;

Bronze helmet (Corinthian type). Greek (7th century B.C.).

- compare different periods of the same civilization according to specific pictorial and literary criteria;
- compare the Greek civilization with the Roman civilization;
- compare the Graeco-Roman view of the world with our own;
- state and defend a point of view in oral and written form.

In evaluating independent, individual, or group assignments, teachers should consider such factors as students' ability to:

- ask pertinent questions;
- obtain information from varied sources in order to answer these questions;
- organize and formulate thoughts and ideas from data;
- evaluate the results of research;

- communicate effectively in oral, visual, and written form;
- participate in self-evaluation or peer-evaluation experiences, thereby developing responsibility for their own learning.

Accurate and comprehensive assessment includes both formative and summative evaluation. Formative evaluation involves the continuous assessment of students' knowledge, skills, attitudes, and effort. The assessment of attitudes and effort should take into consideration students' daily homework assignments, notebooks, presentations, and classroom participation.

In evaluating student skills during formative evaluation, teachers may have to devise more

specific and more concrete objectives. The following list, although not exhaustive, illustrates the need to translate the course aims into measurable course objectives.

Students should be able to:

- extract the main idea or theme from the study of a text or an artefact;
- express ideas in a logical way;
- find criteria for comparison;
- judge and evaluate the achievements of the Greeks and Romans;
- develop their creative expression through the construction of three-dimensional models, such as pottery, clothing, and model buildings, roads, and bridges;
- participate in class or group discussion;
- summarize the discussion of an idea or theme;
- permit others to express their points of view.

Summative evaluation of student achievement takes place after the completion of a topic or unit. It should be used to inform students and others of the extent to which the instructional objectives have been achieved. The following are sources of data on which summative evaluation may be based:

- topic or unit tests related to course objectives
- formal examinations at specific intervals
- projects

Fragment from an Attic black-figure lid by the Polos painter. Greek (ca. 590-570 B.C.), lion.



THE GENERAL-LEVEL CLASSICAL CIVILIZATION COURSE

Aims

Many of the aims listed for the advanced level courses (see pages 36-37) will be relevant to this course as well. The general level course will differ from the advanced level courses, however, in placing a greater emphasis on practical matters and in relating the traditions and practices of the ancient world more closely to the world of today. Students will gain some appreciation of the differences between ancient and modern society and of those aspects of the ancient world that have left their mark on our own time.

Content

The course, which may be offered either as an Intermediate or a Senior Division course, shall consist of an introduction and the study of a variety of topics related to ancient life and experience.

The introduction should provide a chronological framework for the period to be studied and an outline of the physical geography of the Mediterranean area. In

addition, students should be made aware of what the Greek or Italian landscape looked like and should be provided with a general picture of the appearance of ancient towns and cities.

In designing the course, teachers should select an appropriate number of the following topics and may include other appropriate topics that illustrate the relationship between the ancient and modern worlds. Teachers may discuss with students the topics to be selected. The topics listed below are suitable for inclusion in this course:

- daily routine
- marriage
- slavery
- clothing and jewellery
- myths
- legends
- religion
- food and drink
- sports
- the status of men and women
- children and the family
- entertainment
- archaeology
- architectural styles
- public buildings
- the Seven Wonders of the Ancient World
- houses
- house decorations
- technology
- crafts
- engineering
- professions
- the army
- famous battles
- ships

- Roman numerals
- abbreviations
- the Greek alphabet
- common Greek and Latin roots
- mottoes
- the calendar
- lives of famous people (e.g., Themistocles, Alexander the Great, Julius Caesar, Antony and Cleopatra, Nero and Agrippina)

Teaching Strategies

Teachers should use a wide variety of teaching strategies that reflect the needs, learning styles, and interests of the students taking the course. The following are some sample teaching strategies that may be used.

a) Examination of an Artefact

The following lists of questions are not meant to be used as a set formula. Questions should be suitable for the particular artefact being studied and should be adapted to suit the student audience and the objective of the lesson. In order to help students maintain a logical train of thought, teachers should be careful to ask questions in a straightforward and systematic fashion, specify clearly what technical vocabulary students must master, and thoroughly explain and reinforce technical terms. The exploration of the artefact could focus on the following three aspects.

i) APPEARANCE

Description. What is it? Consider size, shape, colour, weight, and texture.

Composition. What is it made of? Is it made of one material or a variety of materials? Where did they come from? What kind of tools were used in the process? Where did they come from? Were tools found near the artefact?

Design. What is the relationship between the shape of the artefact and its function?

Decoration. What is the source of the decorative pattern? Is the decorative pattern constant around the artefact?

ii) USE

Utilitarian use. Was it used for cooking, hunting, or farming? Was it used to make other things, such as tools? How was it used? What evidence is there of wear, breaks, scratches, surface discolorations, and chemical deterioration? Is it still used? If not, why? Was the initial model modified? What were the advantages and disadvantages of its use? Why did this artefact appear at a specific time in a specific place for a specific use?

Social function. Was it for everyday use? Special use? Ceremonial use? Was its use limited to a precise social class or to a particular group of people? Was it used all the time or only at certain periods during the year?

Ideological function. Does the artefact illustrate certain values of the culture that made it?

iii) RELATIONSHIP BETWEEN THE ARTEFACT AND THE ENVIRONMENT

Interpretation. Was it made where it was found? Was it used in an urban or a rural setting? An indoor or outdoor environment? What kind of people used it (e.g., farmers, townspeople, artisans)? Was it used by a man or a woman? Did the person who made it also use it? If not, how did the user obtain it? How is it similar to, or different from, a modern object of similar function? What conditions caused it to survive to the present? What was the nature of the technology required to create it?

Cultural value and significance. Why was it made? What were the economic, social, and cultural conditions that made it possible or necessary to create it? Was it of value to the maker and owner? Was it carefully looked after? What does the object tell you about the period or culture it is from? What meaning and value does it have today? Has its significance changed?

Comparison in time and space. Do objects from other cultures with the same function have the same shape, design, and decoration?

b) Group Work

To motivate students, teachers could have them study Greek or Roman civilization from a variety of perspectives. The class could be divided into small groups of students, with each group responsible for exploring a particular theme. Each group would limit the investigation of the theme according to a chronological approach, a regional approach, or a social perspective; for example, the group might examine the theme from the point of view of a slave, a noble, a merchant, a soldier, a man, a woman, or a child. Each



student in a group would be responsible for analysing one aspect of the culture that is under study – such as the techniques of warfare, town planning, architecture (private and public), pottery, and glassware – and for relating their particular topic to the theme.

The inclusion of a variety of points of view should meet the needs and interests of all students taking the course. Moreover, by working together, students learn to listen to their partners, express their points of view, organize their thoughts, and reach a consensus. For additional information on group work, see the subsection “Evaluation of Learning” in the section on the general-level Latin course on pages 26-28.

c) Problem Solving

One objective of this method is to enable students to use the past to understand the present better. There are different ways to solve a problem. One approach might be to use comparisons. Roman civilization could be compared with the North American way of life, and the advantages and disadvantages of each civilization could be listed. Alternatively, the method of Roman warfare under Augustus

Terracotta figurine. Greek (4th century B.C.), girl.

could be compared to that used by the Americans in Viet Nam. The criteria used for making comparisons should include social, political, economic, and cultural factors. During this process students should discover the similarities and differences between the two cultures being compared.

Evaluation of Learning

Evaluation is a fundamental part of the learning process. In a general level course, evaluation must focus on the content taught, but effort and contribution should also be considered. At the general level the development of target skills and of a positive attitude is at least as important as the acquisition of knowledge of an ancient culture and should be considered during evaluation. Teachers should be aware of the need to modify the program if testing shows that a specific skill or attitude requires reinforcing.

Questions should be kept specific and should concentrate on the objectives of the course. The following list, although not exhaustive, illustrates the need for educational objectives that are relevant to the interests of the students. Students are expected to show progress in their ability to:

- ask pertinent questions;
- find documentation from varied sources;
- find on a map the main centres of the Graeco-Roman civilization;

- draw charts outlining the class structures of Greek and of Roman society;
- list, in an organized manner, the contributions of the Graeco-Roman civilization to our own;
- analyse an object (public or private) representative of this civilization;
- describe some of the techniques used by the Greeks and by the Romans in such areas as architecture, sculpture, pottery, town planning, and warfare;
- describe everyday life in a typical Greek city state or in a Roman town;
- explain how the architectural remains reflect a specific view of the world different from our own;
- compare a Greek or a Roman town with a Canadian one, according to specific criteria;
- evaluate the positive aspects of the Graeco-Roman civilization;
- define and describe certain concepts related to the Graeco-Roman culture, such as democracy, city state, urbanism, and empire.

To meet students' individual needs, teachers should use a wide variety of assessment methods. Frequent testing, either oral or written, should foster consistent growth in the development of identified skills. A program adapted to students' needs should make them feel successful in their endeavours.

In addition, teachers should consider the following criteria when evaluating a student:

- ability to distinguish the main idea from the secondary points
- ability to distinguish a fact from an opinion
- ability to find the Latin or Greek roots of specific English words
- ability to summarize a paragraph
- ability to develop thoughts in a logical manner
- ability to organize material clearly
- ability to make a presentation (especially oral) effectively
- ability to use chronology

A comprehensive assessment of the student includes formative and summative evaluation. It must be stressed that the formative evaluation of students taking this course is very important.

Attic geometric amphora. Greek (ca. 710-700 B.C.).

APPENDICES



APPENDIX A: GRAMMATICAL CORE FOR THE LATIN OACs

(*Note:* The material in this appendix has been reprinted from the ministry guideline *Latin, Ontario Academic Courses, 1986.*)

A thorough familiarity with the forms of Latin words is essential; in matters of syntax the greatest emphasis should be placed on those constructions that differ most from normal English or French usage and that would likely cause students the greatest difficulty in translation. Thus, for example, the accusative and infinitive construction and the use of participles and gerunds will need more reinforcement than will simple commands.

The summary that follows is provided as a reference for teachers. Upon completion of either Latin OAC, students will be expected to recognize, interpret, and translate the forms and grammatical constructions listed at right.

I Morphology

Nouns:

- all declensions

Adjectives:

- all declensions; regular and irregular, comparatives and superlatives

Adverbs:

- regular and irregular; comparatives and superlatives

Numerals

Pronouns:

- personal, relative, interrogative, reflexive, emphatic, demonstrative, indefinite

Verbs:

- principal parts of regular, irregular, and deponent verbs
- all conjugations (all tenses, voices, and moods)
- participles, infinitives (all tenses and voices)
- gerunds, gerundives
- irregular verbs: *sum, possum, volo, nolo, malo, eo, fero, fio*

II Syntax

1. Use of Cases

- Nominative – subject, predicate
- Genitive – possessive, subjective and objective, descriptive, participative; with verbs and adjectives
- Dative – indirect object; interest, purpose, possession, agent; with verbs and adjectives

- Accusative – direct object; expressions of time and place; with certain prepositions
- Vocative – address
- Ablative – separation, origin, instrument, manner, cause, agent, comparison, description, respect; expressions of time and place; with certain prepositions; with verbs and adjectives
- Locative

2. Constructions

- agreement
- apposition
- direct statements, questions (including deliberative), commands, prohibitions, wishes
- indirect statement
- indirect question
- indirect command
- purpose clauses
- result clauses
- clauses introduced by expressions of fearing, preventing, and doubting
- concessive clauses
- causal clauses
- temporal clauses
- relative clauses
- comparative clauses
- conditional sentences
- participles
- ablative absolute
- gerunds and gerundives
- gerundive with *esse* expressing obligation
- impersonal verbs; impersonal passive of verbs
- complementary infinitive

APPENDIX B: GRAMMATICAL CORE FOR THE GREEK OACs

(Note: The material in this appendix has been reprinted from the ministry guideline *Ancient Greek, Ontario Academic Courses, 1988*.)

To read the literature with understanding, students must be well versed in fundamental accidence and syntax. Thus, by the end of each OAC, students shall have completed and consolidated their knowledge of the linguistic forms and structures listed in this section of the guideline and shall have demonstrated an ability to recognize and translate accurately these forms and structures in the literature read.

In designing courses, teachers should bear in mind that students' knowledge of grammar at the time they enter either OAC is likely to vary widely. Using a combination of teaching methods will ensure that students complete and consolidate their knowledge of grammar. Such methods may include:

a) focused practice on specific points of accidence and syntax, with model sentences and exercises from formal grammar texts;

- b) regular reinforcement of accidence and syntax using the prescribed readings;
- c) further practice with supplementary exercises based on prose authors;
- d) parsing of sentences;
- e) translation of a passage at sight.

Upon completion of either OAC, students will be expected to recognize, interpret, and translate the following grammatical forms and constructions:

- forms of all three declensions of regular nouns and irregular nouns that occur frequently
- forms of adjectives and adverbs
- comparison of adjectives and adverbs
- forms of personal, reflexive, demonstrative, interrogative, indefinite, and relative pronouns
- forms of -ω verbs in all tenses, voices, and moods
- forms of contract verbs in -άω, -έω, and -όω, as above
- common forms of the verbs *εἰμί* (sum), *εἶμι* (ibo), *ἵστημι*, *ἵημι*, *τίθημι*, *φημί*, *δίδωμι*, *δύναμαι*, *δείκνυμι*, and *οἶδα*
- principal parts of the commonest verbs
- forms of participles, all tenses and voices
- uses of the cases:
 - i) nominative – subject and subjective completion

- ii) genitive – of possession, description, and source; partitive; with certain adjectives, prepositions, and verbs; of comparison; of time; genitive absolute
- iii) dative – as indirect object; of advantage or disadvantage; possessive; instrumental; with certain prepositions and verbs; of time; of agent
- iv) accusative – as direct object; as double accusative with certain verbs; of extent of space or time; of respect; adverbial; with certain prepositions
- v) vocative – of address
- common functions of all tenses, moods, and voices of verbs
- functions of subjunctive and optative in principal clauses
- functions of infinitives
- functions of participles: attributive, circumstantial, and supplementary
- various methods of expressing indirect discourse
- relative clauses
- temporal clauses: *ἐπεὶ*, *ἐπειδὴ*, *ὅτε*, *έως*, *πρίν*
- purpose clauses
- result clauses
- expressions of fearing
- conditional sentences
- common uses of *οὐ* and *μή* and their compounds

Other forms and constructions, for example, duals and third-person imperatives, need be

considered only when they occur in the texts read. Knowledge of accentuation is optional, except where a change in accent alters the meaning of a word.

Students should learn the grammatical terminology necessary for the understanding of grammatical concepts.

Accurate translation from Greek into English is expected; translation from English into Greek is optional.

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Project Committee

Morris Liebovitz, Project
Manager, Ministry of Education
Anne-Marie Caron-Réaume,
Project Manager, Ministry
of Education
Bonnie Bedford-Jones, Havergal
College, Toronto
Gérard Boulay, The Metropolitan
Toronto French-Language
School Council
David Cullen, Brant County
Board of Education
Alexander Dalzell, Trinity College,
University of Toronto
Gerard Kraemer, Waterloo County
Board of Education
James Lynd, Durham Board
of Education
Mary McBride, Simcoe County
Board of Education
Marilyn Ramsingh, Board of
Education for the City
of Scarborough
Valda Schaller, Kent County
Board of Education
Symphorien Van de Maele,
University of Ottawa
Paul Whalen, Metropolitan
Separate School Board
Elizabeth Wilson, Board of
Education for the City
of Toronto

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